

Documents on Diplomacy: Lessons

Please Won't You Be My Neighbor?

Standard: II. Time, Continuity and Change
III. People, Places, and Environments
V. Individuals, Groups, and Institutions
VII. Production, Distribution, and Consumption
IX. Global Connections

Grade Level: 9–12 (Similarities and differences)

Objectives: The student will:

- Review special notes and key speeches made at the Pan American Conferences and make notes on key points
- Find similarities and differences in how the good neighbor concept is used and explained to other nations
- Record the key points of the two declarations
- Provide a final analysis on a continuum of how much neighbor agreement there seemed to be

Time: 2 class periods

Materials: Documents: **1928** *Coolidge Address to the Pan American Conference*
1933 *The Policy of the Good Neighbor*
1936 *Banishing War from the Western Hemisphere*
1936 *Declaration of Inter-American Solidarity*
1938 *Declaration of Lima*

Exercises: *Neighborly Notes for Students*
Being Neighbors: Analysis Sheet Parts I and II

<http://www.usoas.usmission.gov/history.html>

<http://www.oas.org/Photos/2007/04Apr/13/index.htm>

http://www.oas.org/en/media_center/photo_gallery_symbols.as

Procedures:

Setting the Stage

After the United States entered World War I in 1917, many Latin American nations supported the Allies, and in doing so enhanced their standing in the world. Thirteen broke diplomatic relations with and eight declared war on Germany, including Brazil, Panama, Nicaragua, Haiti and Cuba. Seven remained neutral including Mexico, Argentina, and Chile.

But in the immediate aftermath of the war, US policy makers were absorbed with European problems and the Latin America nations again reverted to their traditional role as suppliers of raw materials. But the importance of their wartime support—and America's potential vulnerability to the south—wasn't completely forgotten. Franklin Roosevelt is credited with the "good neighbor policy," but it originates from a more surprising source—the administration of President Calvin Coolidge.

Pre-Lesson

- 1.** Ask students to research information on the Pan American building in Washington, DC, as well as find photos of the Hall of Heroes using the three web sites listed.
- 2.** Give them the exercise, *Neighborly Notes for Students*, to read for homework. Ask students to bring the *Notes*, photos, and additional research to the next class. There is room on the back of the handout for recording notes.

Day One Procedures

- 1.** Have students share any of their homework research and written notes, then discuss as a class. Ask them if they were aware of or had ever celebrated Pan American Day (April 14) and, if so, where and how.
- 2.** Distribute the three speeches along with the *Being Neighbors Analysis Sheet* and ask students individually to read and record key ideas from each speech (on Part I), noting the similarity of phrases—but also the differences about neighborliness in the western hemisphere. (35–45 minutes)
- 3.** After most students have finished, ask them to find a partner (or group of partners) and compare what they have recorded. They may add or eliminate any of their findings. Discuss the differences of the speeches and how each presenter says the same thing in a different manner. Ask students for examples and, possibly, why there was a new emphasis on good neighbors. They should use their homework notes for this information.
- 4.** Ask them to keep their *Being Neighbors Analysis Sheet* as they will refer to it when completing Part II during the next class period.

Day Two Procedures

- 1.** Have students review Part I of their analysis sheet and ask if there are any further comments and/or questions.
- 2.** Hand out Part II of the analysis sheet and the two declaration documents and ask students to record key parts of the declarations and then to finish the rest of the sheet individually.
- 3.** As they work, draw a long continuum line on the board like the one on the bottom of the sheet.
- 4.** As they finish their work ask them to share their positioning of the declarations on the continuum. Allow a few volunteers to come up and put a “D of L” and a “D of S” on the continuum. If you have time, all the students may be able to do so.

- 5.** Hold another round of discussion on why they put their marks where they did and ask them what happened after September 1939?
- 6.** Collect the papers so the teacher can read the explanations given on Part II of their analysis sheets. Ask students to put the Analysis I sheet in their notebooks.

Extension Activities:

- 1.** Find out more about Pan American Day celebrations.
- 2.** Visit the OAS building in Washington, D.C.
- 3.** Read archived newsletters from the OAS.
- 4.** Who is entered in the Hall of Heroes at the OAS building? ■